



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10401 N 63rd Ave, Glendale, AZ 85302

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Howard Brown
Schedule : 07:00 AM to 04:00 PM
Grades : K-8
Web Address : www.peoriaud.k12.az.us/
Phone Number : (623) 412-4775
Fax Number : (623) 412-4786
E-mail : hbrown@peoriaud.k12.az.us

Mission

At Sahuaro Ranch Elementary School, our goal is to provide a safe, supportive, and fun place to go to school while at the same time providing students with an education that will prepare them to meet the challenges of the 21st Century.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Sahuaro Ranch will continue to increase student achievement on a variety of required state and local tests by incorporating the essential skills in daily instruction.
- ü Sahuaro Ranch teachers, staff and district personnel are working cooperatively to research new and innovative strategies to enhance our current curriculum and improve the technological skills of our students.
- ü Faculty and staff will improve their skills in the use of technology to enhance current teaching techniques and strategies in the classroom.
- ü Sahuaro Ranch Elementary will continue to address the needs of all students by providing a safe and caring learning environment.

Enrollment

October 1, 2005 School Year Student Enrollment : 714
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 136

Instructional Programs

- Ü Regular K-8 Classrooms
- Ü On-site Special Education
- Ü Integrated Curriculum/Instruction
- Ü PI Gifted Program
- Ü E.L.L. Services
- Ü Technology Instruction K-8
- Ü Prevention Services
- Ü Arts Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of all Peoria School District employees to provide all students with a positive, safe learning environment. We encourage parents to be active participants in their child's education. Open communication is the key.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. We encourage parents to stay involved in the learning process.

Transportation Policy

District policy states that all students in the Peoria Unified School District who ride buses are subject to policies and regulations designed to provide safe transportation. District transportation is provided to all students who qualify.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü V.F.W. Education Teacher Award	2003
Ü Boys' Softball Runner-Up	2005
Ü Top 10 School for ELL Achievement	2005
Ü Pride of Peoria Winner	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2757	80010	100	97	99	473	455	447	3	6	10	9	15	18	52	59	53	37	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1317	38935	100	97	99	464	454	447	3	5	9	6	15	19	65	59	55	26	20	17
Male	48	1437	40974	100	96	98	478	456	448	2	7	11	10	14	18	44	58	52	44	21	19
African American	11	152	4201	100	95	99	474	445	430	NA	8	17	NA	16	23	64	64	51	36	12	9
Hispanic	34	752	34545	100	95	99	461	439	432	3	10	14	12	22	24	56	58	53	29	11	9
Asian/Pacific Islander	--	98	2068	--	98	99	--	463	474	--	4	4	--	14	10	--	55	50	--	27	36
American Indian/Alaskan Native	NC	40	3979	NC	98	96	NC	450	424	NC	10	17	NC	10	30	NC	63	47	NC	18	6
White	32	1714	35142	100	97	99	491	463	465	NA	4	5	6	11	11	47	59	56	47	25	28
Students with Disabilities	10	447	10161	100	84	93	NA	433	419	NA	19	28	NA	24	28	NA	44	36	NA	12	8
Students without Disabilities	69	2310	69849	100	100	100	476	459	451	3	4	7	6	13	17	51	62	56	41	22	19
Limited English Proficient Students	NC	144	14013	NC	93	97	NC	410	413	NC	21	24	NC	43	34	NC	34	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	44	838	39029	100	95	98	462	439	432	5	11	14	11	22	25	57	56	52	27	11	9
Non-Economically Disadvantaged	35	1919	40981	100	98	100	486	462	462	NA	4	6	6	11	13	46	60	54	49	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2732	79438	99	96	98	463	465	451	5	4	9	19	19	24	65	62	56	10	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1311	38775	100	97	99	461	470	457	3	3	7	23	17	22	68	62	58	6	18	13
Male	47	1418	40560	98	95	97	464	460	446	6	6	12	17	21	25	64	62	54	13	10	9
African American	11	151	4178	100	94	98	463	454	439	NA	6	13	9	24	29	91	63	52	NA	7	6
Hispanic	34	743	34297	100	94	98	450	448	434	6	7	14	35	27	31	53	59	50	6	6	5
Asian/Pacific Islander	--	98	2063	--	98	99	--	464	475	--	5	3	--	20	15	--	58	63	--	16	20
American Indian/Alaskan Native	NC	39	3940	NC	95	95	NC	463	429	NC	8	14	NC	13	36	NC	69	47	NC	10	3
White	31	1700	34887	97	97	98	483	473	471	NA	3	4	6	16	15	74	64	63	19	18	18
Students with Disabilities	NC	422	9588	NC	80	88	NC	441	416	NC	14	30	NC	32	32	NC	46	34	NC	8	5
Students without Disabilities	69	2310	69850	100	100	100	464	469	456	6	3	7	17	17	23	65	65	59	12	15	12
Limited English Proficient Students	NC	139	13856	NC	90	96	NC	412	407	NC	21	27	NC	50	43	NC	29	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	43	818	38685	98	92	97	449	447	435	7	8	14	26	30	32	63	56	50	5	7	5
Non-Economically Disadvantaged	35	1914	40753	100	97	99	479	472	467	3	3	5	11	15	16	69	65	62	17	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2759	79971	99	97	99	446	437	423	1	5	8	32	33	41	63	60	49	4	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1318	38974	100	97	99	459	451	437	NA	3	5	26	23	33	68	69	57	6	5	4
Male	47	1439	40895	98	96	98	437	424	410	2	6	10	36	41	47	60	51	41	2	1	2
African American	11	154	4203	100	96	99	460	432	411	NA	6	11	36	31	45	55	61	43	9	2	2
Hispanic	33	752	34481	97	95	99	441	428	410	NA	6	10	39	38	46	58	54	43	3	1	1
Asian/Pacific Islander	--	98	2067	--	98	99	--	442	449	--	3	4	--	33	28	--	60	60	--	4	8
American Indian/Alaskan Native	NC	40	3995	NC	98	96	NC	427	409	NC	10	10	NC	25	47	NC	63	42	NC	3	1
White	32	1714	35150	100	97	99	450	441	437	3	4	5	19	30	35	75	62	56	3	4	5
Students with Disabilities	10	455	10258	100	86	94	NA	403	377	NA	14	23	NA	47	51	NA	37	25	NA	2	1
Students without Disabilities	68	2304	69713	99	99	100	449	443	429	1	3	5	29	30	39	65	64	52	4	4	3
Limited English Proficient Students	NC	145	13985	NC	94	97	NC	395	382	NC	10	18	NC	59	54	NC	31	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	43	838	38994	98	95	98	437	424	409	2	6	10	37	40	47	56	52	41	5	2	1
Non-Economically Disadvantaged	35	1921	40977	100	98	100	456	443	437	NA	4	5	26	29	34	71	63	56	3	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2799	80147	96	97	99	482	490	482	14	7	11	9	14	17	55	53	49	22	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1350	39281	93	98	99	478	491	483	12	6	9	16	14	17	56	54	50	16	26	24
Male	39	1447	40780	98	96	98	485	489	482	15	7	12	5	14	17	54	52	48	26	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	21	657	33494	91	96	99	478	473	466	5	10	15	19	20	23	62	55	49	14	14	14
Asian/Pacific Islander	NC	95	2103	NC	99	99	NC	508	515	NC	2	4	NC	12	8	NC	49	44	NC	37	45
American Indian/Alaskan Native	NC	38	4117	NC	95	96	NC	478	456	NC	13	19	NC	13	27	NC	55	46	NC	18	8
White	30	1856	36122	97	97	99	482	497	501	17	5	5	7	12	10	47	52	50	30	31	35
Students with Disabilities	10	350	10295	100	80	92	NA	454	443	NA	26	33	NA	24	26	NA	40	33	NA	10	8
Students without Disabilities	54	2449	69852	95	100	100	491	495	488	7	4	7	9	13	16	59	55	51	24	29	26
Limited English Proficient Students	NC	114	12722	NC	92	97	NC	434	441	NC	28	27	NC	39	33	NC	32	37	NC	1	3
Migrant Students	--	11	622	--	100	97	--	439	454	--	27	19	--	45	30	--	27	43	--	NA	8
Economically Disadvantaged	29	760	38371	94	93	97	483	474	465	14	10	15	7	21	23	59	54	49	21	15	13
Non-Economically Disadvantaged	35	2039	41776	97	98	100	482	496	498	14	5	6	11	12	11	51	52	49	23	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2782	79686	97	96	98	475	483	470	6	5	11	17	18	24	74	67	57	3	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1348	39163	93	98	99	485	489	475	4	3	9	16	15	22	76	69	60	4	13	10
Male	40	1432	40438	100	95	97	469	478	465	8	7	13	18	20	25	73	65	54	3	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	21	650	33299	91	95	98	472	468	452	5	9	17	19	26	32	76	60	47	NA	6	3
Asian/Pacific Islander	NC	95	2097	NC	99	99	NC	487	490	NC	3	5	NC	17	13	NC	63	68	NC	17	14
American Indian/Alaskan Native	NC	38	4087	NC	95	96	NC	473	446	NC	5	16	NC	26	38	NC	61	44	NC	8	2
White	31	1846	35914	100	97	98	481	489	489	6	3	5	13	15	15	74	70	67	6	12	14
Students with Disabilities	NC	332	9808	NC	76	87	NC	451	432	NC	21	35	NC	32	32	NC	42	30	NC	5	3
Students without Disabilities	56	2450	69878	98	100	100	480	487	475	4	3	8	14	16	23	79	70	61	4	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	--	10	611	--	91	95	--	NA	439	--	NA	22	--	NA	39	--	NA	37	--	NA	2
Economically Disadvantaged	29	748	38095	94	92	97	475	468	452	10	8	17	14	26	32	72	61	48	3	5	3
Non-Economically Disadvantaged	36	2034	41591	100	98	99	475	488	486	3	4	6	19	15	16	75	69	65	3	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	2808	80372	100	97	99	487	484	475	1	2	4	24	24	30	70	71	64	4	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1356	39452	96	98	99	503	497	488	NA	1	3	12	15	22	81	80	72	8	4	3
Male	41	1450	40836	100	96	98	477	472	464	2	3	6	32	33	37	63	62	56	2	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	22	665	33608	96	97	99	491	473	462	NA	4	6	23	29	36	77	66	57	NA	1	1
Asian/Pacific Islander	NC	95	2098	NC	99	99	NC	497	500	NC	2	2	NC	20	16	NC	68	75	NC	9	7
American Indian/Alaskan Native	NC	38	4128	NC	95	97	NC	481	464	NC	NA	4	NC	32	39	NC	68	56	NC	NA	1
White	32	1857	36213	100	97	99	487	489	489	3	2	2	22	23	22	66	73	72	9	2	3
Students with Disabilities	11	361	10526	100	82	94	441	445	427	9	9	15	55	51	53	36	39	31	NA	1	1
Students without Disabilities	56	2447	69846	98	100	100	496	489	482	NA	1	3	18	21	26	77	76	69	5	2	2
Limited English Proficient Students	NC	116	12747	NC	94	97	NC	436	432	NC	12	12	NC	51	52	NC	37	36	NC	NA	0
Migrant Students	--	11	621	--	100	97	--	456	452	--	9	9	--	27	40	--	64	51	--	NA	0
Economically Disadvantaged	30	772	38521	97	95	98	489	471	461	NA	4	6	30	31	38	63	64	55	7	1	1
Non-Economically Disadvantaged	37	2036	41851	100	98	100	486	489	489	3	2	3	19	22	22	76	74	72	3	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2833	79306	100	97	99	515	515	504	5	8	13	20	16	20	53	54	49	22	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1390	38845	100	98	99	527	515	505	3	6	11	16	17	20	48	55	50	32	22	18
Male	48	1439	40383	100	96	98	507	515	504	6	9	14	23	15	19	56	53	47	15	23	19
African American	NC	174	4171	NC	96	98	NC	500	485	NC	7	20	NC	28	26	NC	50	44	NC	14	10
Hispanic	24	685	32673	100	96	99	500	497	487	8	14	18	25	21	25	46	52	46	21	14	10
Asian/Pacific Islander	--	92	2147	--	100	99	--	535	539	--	4	5	--	16	10	--	42	46	--	37	40
American Indian/Alaskan Native	NC	33	4034	NC	94	97	NC	496	479	NC	15	22	NC	27	29	NC	45	43	NC	12	7
White	44	1849	36234	100	97	99	519	522	523	2	5	6	16	12	13	66	56	52	16	26	28
Students with Disabilities	10	368	10286	100	80	91	NA	479	462	NA	29	41	NA	25	27	NA	36	27	NA	10	5
Students without Disabilities	69	2465	69020	100	100	100	524	520	510	1	4	9	14	14	18	59	57	52	25	24	21
Limited English Proficient Students	NC	96	10291	NC	91	96	NC	450	458	NC	47	38	NC	29	34	NC	23	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	35	752	37437	100	94	97	510	493	486	9	15	19	23	24	26	49	48	46	20	12	9
Non-Economically Disadvantaged	44	2081	41869	100	98	100	519	523	521	2	5	7	18	13	14	57	56	51	23	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2813	79000	100	96	98	496	499	489	3	5	10	19	18	24	70	67	58	9	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1384	38774	100	97	99	506	503	494	NA	3	7	19	17	22	68	68	61	13	11	10
Male	48	1425	40150	100	95	98	489	496	485	4	7	12	19	20	25	71	65	55	6	9	8
African American	NC	172	4153	NC	95	98	NC	488	476	NC	5	13	NC	26	30	NC	63	53	NC	6	4
Hispanic	24	677	32508	100	95	98	481	483	472	4	9	15	29	27	33	63	58	49	4	5	3
Asian/Pacific Islander	--	92	2142	--	100	99	--	502	510	--	3	4	--	17	14	--	65	67	--	14	16
American Indian/Alaskan Native	NC	32	4016	NC	91	96	NC	487	467	NC	3	14	NC	31	37	NC	56	46	NC	9	2
White	44	1840	36135	100	97	98	506	506	508	NA	4	4	14	14	14	73	70	67	14	12	15
Students with Disabilities	10	348	9991	100	75	88	NA	468	449	NA	19	33	NA	32	36	NA	46	29	NA	3	2
Students without Disabilities	69	2465	69009	100	100	100	502	503	495	NA	3	6	14	17	22	75	70	62	10	11	10
Limited English Proficient Students	NC	90	10199	NC	86	95	NC	437	439	NC	39	35	NC	41	47	NC	20	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	35	742	37234	100	93	97	485	480	472	6	9	15	23	29	33	66	58	50	6	4	3
Non-Economically Disadvantaged	44	2071	41766	100	98	99	504	506	505	NA	4	5	16	15	16	73	70	65	11	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2841	79611	100	97	99	497	503	496	1	5	7	46	33	37	53	61	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1393	39016	100	98	99	517	517	511	NA	3	4	35	23	29	65	72	66	NA	1	1
Male	48	1444	40519	100	96	98	484	490	482	2	7	10	52	43	44	46	50	46	NA	0	0
African American	NC	173	4188	NC	96	98	NC	497	486	NC	6	9	NC	34	40	NC	59	50	NC	1	0
Hispanic	24	692	32855	100	97	99	487	487	481	NA	8	10	63	41	43	38	51	47	NA	1	0
Asian/Pacific Islander	--	92	2149	--	100	100	--	511	519	--	2	4	--	29	24	--	68	70	--	NA	2
American Indian/Alaskan Native	NC	33	3992	NC	94	96	NC	491	478	NC	9	10	NC	36	46	NC	52	44	NC	3	0
White	44	1851	36380	100	97	99	503	510	511	NA	4	4	36	30	30	64	65	65	NA	1	1
Students with Disabilities	10	378	10664	100	82	94	NA	456	440	NA	17	23	NA	52	54	NA	30	22	NA	1	1
Students without Disabilities	69	2463	68947	100	100	100	503	510	504	NA	3	4	41	30	34	59	66	61	NA	1	1
Limited English Proficient Students	NC	101	10362	NC	96	97	NC	429	438	NC	23	22	NC	64	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	35	761	37626	100	95	98	486	483	479	3	9	10	57	43	45	40	48	45	NA	0	0
Non-Economically Disadvantaged	44	2080	41985	100	98	100	505	511	511	NA	3	4	36	30	30	64	66	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	2877	79327	96	96	98	523	538	518	14	10	19	20	14	20	49	51	46	16	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1415	38961	97	97	98	515	538	520	21	9	16	21	14	20	46	53	48	11	24	16
Male	41	1461	40295	95	96	97	528	538	516	10	10	21	20	14	19	51	48	44	20	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	23	659	32327	96	96	98	499	518	499	30	17	27	17	18	25	39	50	41	13	15	8
Asian/Pacific Islander	NC	103	1939	NC	97	99	NC	564	556	NC	5	6	NC	7	10	NC	48	47	NC	41	36
American Indian/Alaskan Native	NC	37	4391	NC	100	96	NC	528	489	NC	8	32	NC	19	27	NC	57	36	NC	16	4
White	34	1933	36373	94	97	98	535	546	538	6	7	10	24	13	14	53	51	52	18	29	25
Students with Disabilities	NC	339	9321	NC	78	87	NC	486	467	NC	36	54	NC	25	22	NC	31	21	NC	8	3
Students without Disabilities	62	2538	70006	98	99	100	528	544	524	13	6	14	18	13	19	52	53	49	18	28	18
Limited English Proficient Students	NC	94	9431	NC	89	95	NC	470	466	NC	51	53	NC	23	27	NC	24	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	28	752	37097	93	93	97	507	515	498	18	18	27	29	19	25	43	49	41	11	14	7
Non-Economically Disadvantaged	41	2125	42230	98	97	99	534	546	535	12	7	11	15	13	15	54	51	50	20	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2872	79501	94	96	98	502	509	497	1	5	10	31	20	25	65	69	60	3	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1413	39062	93	97	99	503	514	502	4	4	8	30	18	23	63	72	64	4	6	5
Male	41	1458	40368	95	96	98	501	505	491	NA	6	13	32	23	27	66	67	57	2	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	22	658	32389	92	96	98	492	493	478	5	10	16	41	28	34	55	61	48	NA	1	1
Asian/Pacific Islander	NC	103	1936	NC	97	99	NC	521	519	NC	4	3	NC	12	14	NC	77	73	NC	8	9
American Indian/Alaskan Native	NC	37	4401	NC	100	96	NC	494	473	NC	11	17	NC	19	40	NC	70	43	NC	NA	1
White	34	1929	36446	94	96	99	508	516	516	NA	3	4	26	18	15	68	72	73	6	7	7
Students with Disabilities	NC	334	9411	NC	77	88	NC	469	453	NC	19	36	NC	40	36	NC	40	26	NC	1	1
Students without Disabilities	62	2538	70090	98	99	100	503	514	502	2	3	7	29	18	24	66	73	65	3	6	5
Limited English Proficient Students	NC	90	9401	NC	85	94	NC	448	443	NC	36	40	NC	48	46	NC	17	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	28	754	37183	93	94	97	487	491	479	4	10	16	43	31	34	54	57	49	NA	3	1
Non-Economically Disadvantaged	40	2118	42318	95	97	99	512	516	513	NA	3	5	23	17	17	73	74	70	5	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2901	80000	99	97	99	561	577	564	3	2	3	10	6	11	82	78	75	6	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1431	39288	100	98	99	574	592	579	3	1	2	7	2	6	83	77	77	7	20	16
Male	42	1469	40644	98	96	98	553	563	549	2	2	4	12	9	15	81	80	74	5	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	24	665	32672	100	97	99	547	566	548	4	2	4	13	8	14	75	83	76	8	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	NC	37	4424	NC	100	97	NC	578	549	NC	NA	3	NC	5	14	NC	84	77	NC	11	5
White	35	1946	36602	97	97	99	569	582	579	3	2	2	6	5	7	89	77	75	3	16	16
Students with Disabilities	NC	357	9919	NC	82	93	NC	526	505	NC	5	9	NC	27	35	NC	65	54	NC	3	2
Students without Disabilities	63	2544	70081	100	100	100	566	584	571	3	1	2	8	3	7	83	80	79	6	15	12
Limited English Proficient Students	NC	96	9571	NC	91	96	NC	518	502	NC	5	10	NC	31	29	NC	64	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	30	769	37534	100	96	98	558	560	547	3	3	4	13	10	15	77	80	76	7	7	5
Non-Economically Disadvantaged	41	2132	42466	98	98	100	564	584	578	2	1	2	7	5	7	85	78	75	5	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2923	78546	98	96	97	566	561	543	4	7	15	12	12	18	65	60	52	19	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1449	38645	95	97	98	557	562	545	2	5	13	17	12	18	66	61	54	15	22	15
Male	42	1472	39792	100	95	97	574	561	542	5	8	17	7	12	17	64	59	50	24	21	15
African American	10	152	4205	100	94	97	NA	549	524	NA	9	22	NA	18	22	NA	59	49	NA	14	7
Hispanic	23	656	31177	88	95	97	565	547	524	9	11	22	9	17	23	61	58	48	22	15	7
Asian/Pacific Islander	NC	103	1940	NC	96	99	NC	585	580	NC	2	5	NC	12	9	NC	52	53	NC	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	46	1978	36450	100	97	97	574	566	563	2	5	7	9	10	12	65	61	57	24	24	23
Students with Disabilities	NC	309	8093	NC	76	82	NC	513	489	NC	29	50	NC	28	24	NC	37	23	NC	5	2
Students without Disabilities	76	2614	70453	96	100	100	567	567	549	3	4	11	9	10	17	68	63	56	20	23	16
Limited English Proficient Students	NC	91	9323	NC	90	94	NC	505	491	NC	31	47	NC	35	28	NC	32	24	NC	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	29	756	34694	94	92	96	548	546	524	NA	10	23	24	17	23	62	61	48	14	12	7
Non-Economically Disadvantaged	54	2167	43852	100	98	99	575	567	559	6	6	10	6	10	13	67	60	56	22	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2936	79045	100	97	98	519	523	512	5	5	10	20	19	25	67	68	58	8	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1453	38860	98	98	98	527	530	519	2	3	7	14	16	22	74	72	62	10	9	8
Male	43	1481	40075	100	96	97	511	517	505	7	7	12	26	22	28	60	64	54	7	7	6
African American	10	152	4250	100	94	98	NA	516	500	NA	6	12	NA	24	31	NA	61	54	NA	9	3
Hispanic	24	661	31314	92	95	98	513	509	493	4	9	16	25	26	34	71	61	48	NA	4	2
Asian/Pacific Islander	NC	104	1949	NC	97	99	NC	532	536	NC	6	4	NC	15	15	NC	67	66	NC	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	46	1984	36730	100	98	98	527	528	532	2	4	4	17	17	16	65	70	68	15	9	12
Students with Disabilities	NC	320	8552	NC	78	87	NC	479	463	NC	22	35	NC	41	40	NC	36	23	NC	2	1
Students without Disabilities	77	2616	70493	97	100	100	521	528	517	3	3	7	18	16	24	71	72	62	8	9	8
Limited English Proficient Students	NC	92	9355	NC	91	95	NC	457	456	NC	32	37	NC	58	48	NC	10	15	NC	1	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	29	763	34922	94	93	96	509	506	493	3	8	15	24	30	34	72	60	48	NA	3	3
Non-Economically Disadvantaged	56	2173	44123	100	98	99	524	529	527	5	5	6	18	15	18	64	71	66	13	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2957	79657	100	98	99	571	578	566	5	2	3	5	5	8	91	92	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1462	39120	100	98	99	578	589	580	5	1	2	2	2	4	93	95	92	NA	1	2
Male	43	1493	40423	100	97	98	564	566	553	5	3	5	7	8	12	88	88	83	NA	1	1
African American	10	156	4290	100	97	99	NA	570	560	NA	5	4	NA	4	9	NA	89	86	NA	1	1
Hispanic	25	667	31642	96	96	99	577	568	552	4	3	5	NA	7	11	96	90	84	NA	0	0
Asian/Pacific Islander	NC	104	1948	NC	97	99	NC	585	589	NC	3	1	NC	5	3	NC	88	91	NC	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	46	1995	36929	100	98	99	575	581	579	4	2	2	7	4	5	89	93	91	NA	1	2
Students with Disabilities	NC	341	9069	NC	84	92	NC	530	508	NC	7	11	NC	26	30	NC	67	58	NC	0	1
Students without Disabilities	78	2616	70588	99	100	100	575	583	573	4	1	2	NA	2	5	96	95	91	NA	1	1
Limited English Proficient Students	NC	95	9521	NC	94	96	NC	509	507	NC	12	13	NC	23	24	NC	65	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	30	775	35341	97	95	97	577	567	551	NA	3	5	3	8	12	97	89	83	NA	1	0
Non-Economically Disadvantaged	56	2182	44316	100	99	100	567	581	578	7	2	2	5	4	5	88	93	90	NA	1	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	3051	78400	96	96	97	592	575	554	3	10	21	14	14	19	59	59	47	24	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1502	38686	98	97	98	582	576	554	5	9	20	17	13	20	55	61	49	24	18	12
Male	32	1547	39636	94	96	96	606	575	554	NA	10	23	9	14	18	66	56	46	25	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	17	747	30732	100	95	97	563	559	534	12	13	31	18	21	24	65	55	40	6	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	NC	33	4536	NC	100	95	NC	566	528	NC	18	35	NC	12	25	NC	58	37	NC	12	4
White	48	1998	37038	94	96	97	600	582	575	NA	8	11	15	11	14	54	60	56	31	21	19
Students with Disabilities	NC	233	7840	NC	68	81	NC	519	498	NC	44	60	NC	18	18	NC	28	20	NC	9	2
Students without Disabilities	71	2818	70560	99	100	99	595	579	560	3	7	17	11	13	19	61	61	50	25	19	14
Limited English Proficient Students	NC	85	8956	NC	96	95	NC	512	502	NC	42	56	NC	29	25	NC	28	18	NC	NA	1
Migrant Students	--	10	676	--	100	95	--	NA	523	--	NA	38	--	NA	25	--	NA	36	--	NA	1
Economically Disadvantaged	28	706	33014	97	92	95	576	556	534	4	16	31	18	20	24	61	53	40	18	11	5
Non-Economically Disadvantaged	46	2345	45386	96	98	99	602	581	569	2	8	15	11	12	15	59	60	52	28	20	18

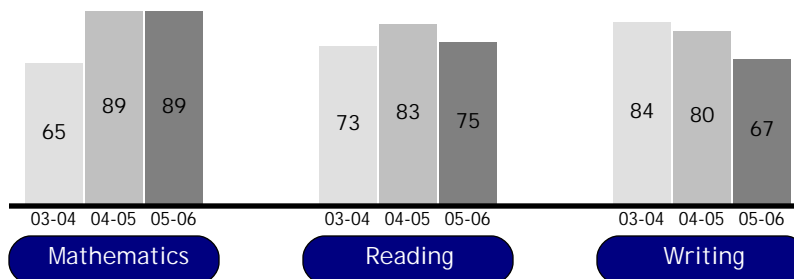
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	3080	79179	97	97	98	546	535	519	4	5	11	5	19	27	83	70	58	8	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1518	38974	100	98	99	549	542	524	5	4	8	5	15	25	81	73	61	9	8	5
Male	32	1560	40124	94	97	97	544	528	513	3	6	13	6	23	28	84	67	54	6	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	17	757	30987	100	96	98	531	521	498	NA	7	17	6	27	36	94	64	45	NA	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	NC	33	4573	NC	100	96	NC	530	494	NC	3	16	NC	21	41	NC	73	42	NC	3	1
White	49	2019	37467	96	97	98	554	541	539	6	4	5	4	16	17	78	72	70	12	8	8
Students with Disabilities	NC	261	8567	NC	77	88	NC	479	467	NC	28	39	NC	40	38	NC	28	22	NC	5	1
Students without Disabilities	71	2819	70612	99	100	99	551	539	524	NA	3	7	6	17	25	86	74	62	8	7	5
Limited English Proficient Students	NC	85	9013	NC	96	95	NC	471	461	NC	27	40	NC	49	48	NC	24	12	NC	NA	0
Migrant Students	--	10	680	--	100	96	--	NA	487	--	NA	20	--	NA	43	--	NA	36	--	NA	1
Economically Disadvantaged	28	725	33345	97	95	96	532	516	499	4	8	17	11	29	36	86	61	46	NA	2	1
Non-Economically Disadvantaged	47	2355	45834	98	98	99	555	541	533	4	4	7	2	16	19	81	73	67	13	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	3097	79734	100	98	99	584	573	554	1	1	3	6	11	19	91	87	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1524	39243	100	98	99	596	585	568	NA	1	2	5	7	12	95	91	85	NA	1	1
Male	34	1571	40413	100	98	98	569	561	541	3	1	4	9	16	26	85	83	70	3	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	17	762	31254	100	97	99	579	563	539	NA	1	5	6	16	25	94	83	70	NA	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	NC	33	4613	NC	100	97	NC	586	535	NC	NA	4	NC	9	29	NC	88	67	NC	3	0
White	51	2029	37668	100	98	99	582	576	569	2	1	1	8	10	13	88	88	85	2	1	1
Students with Disabilities	NC	277	8943	NC	81	92	NC	517	495	NC	5	11	NC	44	51	NC	48	38	NC	3	1
Students without Disabilities	71	2820	70791	99	100	100	593	578	561	NA	1	2	1	8	15	97	90	83	1	1	0
Limited English Proficient Students	NC	85	9138	NC	96	97	NC	513	492	NC	7	13	NC	40	46	NC	53	40	NC	NA	NA
Migrant Students	--	10	687	--	100	97	--	NA	528	--	NA	6	--	NA	28	--	NA	65	--	NA	NA
Economically Disadvantaged	29	729	33718	100	95	97	577	559	538	NA	2	5	10	18	26	90	80	69	NA	1	0
Non-Economically Disadvantaged	48	2368	46016	100	99	100	588	577	567	2	1	2	4	9	14	92	89	84	2	1	1

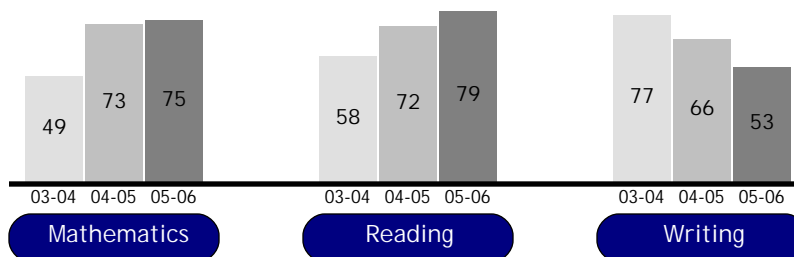
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

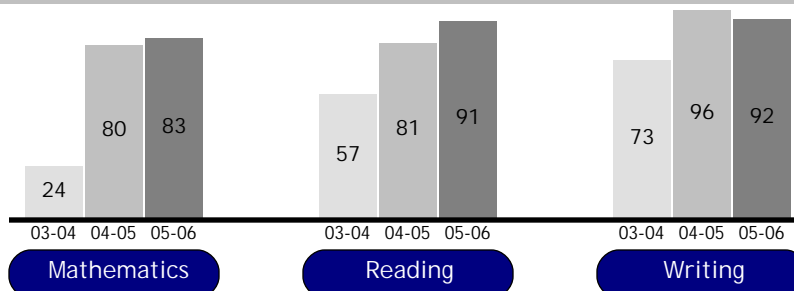
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	51	NA	58	90	47	53	47	76	46	56	46
	Language	100	44	60	50	90	44	53	47	76	37	59	48
	Mathematics	99	56	72	64	90	47	53	50	76	48	58	52
3	Reading	99	58	NA	55	97	52	52	44	99	52	56	46
	Language	99	72	70	61	97	46	50	44	100	52	54	46
	Mathematics	99	69	71	61	97	63	55	51	100	70	58	52
4	Reading	90	55	NA	56	98	52	54	48	99	50	59	52
	Language	93	48	60	52	98	51	55	49	100	48	59	52
	Mathematics	93	59	69	61	98	54	58	53	100	54	63	58
5	Reading	100	59	NA	55	97	51	56	50	100	59	63	56
	Language	100	59	56	49	97	51	56	50	100	58	61	54
	Mathematics	100	61	67	63	97	46	52	49	100	52	56	52
6	Reading	100	65	NA	56	97	59	58	51	97	58	65	56
	Language	100	61	60	48	97	56	55	47	99	52	58	50
	Mathematics	98	69	75	66	97	68	59	52	99	61	65	58
7	Reading	100	58	NA	54	96	59	59	50	100	59	63	54
	Language	100	67	67	58	96	63	62	52	100	59	67	58
	Mathematics	100	61	68	62	98	56	57	50	98	63	61	54
8	Reading	98	64	NA	55	99	60	58	51	99	75	67	58
	Language	98	65	64	52	99	57	56	50	100	68	63	56
	Mathematics	98	67	69	61	99	65	59	53	97	78	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sahuaro Ranch School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü Community Surveys and Assessments
- Ü School Improvement Planning
- Ü Parent/Educator Relations
- Ü School Safety
- Ü Long-range Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.30
Other Professional Staff	4.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	8	2	0	0
7 to 9 years	1	3	0	0
10 or more years	9	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	183
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü K-6th Grade Computer Lab
- Ü Multi use facility
- Ü Technology Lab for 7th and 8th Grades
- Ü Full Service Media Center

Extracurricular Activities

- Ü Student Council
- Ü Art, Band, Chorus
- Ü National Junior Honor Society
- Ü Outdoor Education
- Ü Glendale Recreation AM/PM Program
- Ü Special Education Field Trips
- Ü Sports
- Ü Bobcat Broadcast Club

Social Services

- Ü Glendale Police Department Programs
- Ü Dental Services
- Ü Crisis Intervention
- Ü Character Education
- Ü Glendale Recreation AM/PM Program
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Comprehensive support for professional and personal growth among teachers and staff members is promoted by our involvement in professional development activities and staff functions which promote positive staff climate.
- ü One of our main goals is to establish and maintain a positive school climate for students and staff. We emphasize respect and tolerance. Ongoing recognition programs have been established to support and reinforce this concept.
- ü The continuation of strategies to improve communication between students, parents, community, school faculty, staff and the district. RE: Weekly staff bulletins, monthly community newsletters, marquee updates, parent/teacher conferences.
- ü The continuation of community-based activities which encourages the involvement of students, staff members and the community. RE: Family literacy night, PTSO activities, open house, science fair, holiday sing-a- long and sock hop.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Sahuaro Ranch community recognizes that a safe school environment is necessary for positive student learning and achievement. A Crisis Management Committee is active in staff, student and parent training to ensure a safe environment at all times.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Howard Brown	(623) 412-4775
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Parent/Teacher Association	(623) 412-4775
Student Health/Nurse	Eva Atkinson	(623) 412-4778

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.